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ABSTRACT

As part of a project to improve and expand the training opportunities available in vocational education programs through cooperative education, a series of media programs was developed. These programs were designed to aid coordinators in making suitable placement and improving the job orientation and training of student learners and to influence employer and student trainee views and expectations regarding cooperative education. This booklet contains the scripts for four slide/ tape presentations. The first script, "What's It All About?" identifies the purpose of the cooperative program and stresses the benefits to student, the community, and employers to be gained through cooperative education. The second script, "The Student's Role in Cooperative Vocational Education," is based on research regarding employers' views of the hiring process and their expectations of employees. The third slide script, "The Employer's Role in Cooperative Vocational Education," addresses the opportunities and benefits that employers have as a result of participating in a program designed to help students obtain occupational training related to their career objectives. Finally, "The Teacher Coordinator's Role in Cooperative Vocational Education" is designed to assist the teacher-coordinator in organizing and operating cooperative programs. It addresses the tasks performed by the teacher-coordinator and examines techniques for correlating the student's job activities with in-school related instruction. A user's guide completes the script package. (KC)

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CO-OP EDUCATION: BRIDGING THE GAP

By

Carolyn G. Litchfield
Project Director

U.S. DEPARTMENT OF EDUCATION
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Research Coordinating Unit

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-- It was Elaine Uthe who initially conceived the idea for the project and developed the proposal with Carolyn Litchfield. Some slides were excerpted from Dr. Uthe's project, "The Cooperative Vocational Program."

-- The Coop Task Force of the Bureau of Vocational Education, Kentucky Department of Education provided input in the developmental stages of the project.

-- The Project Advisory Committee was a definite asset to our project. Members of this committee are listed on page v.

-- Our Project Staff worked diligently for the duration of the project. See page vi for a list of these individuals.

-- As Project Monitor, Lou Perry, provided total support throughout the project.

-- Dan Vantreese, Graphic Artist, in the University of Kentucky's College of Education Instructional Media Center, performed the major art and photography for the project. His work and the support of the Instructional Media Center were important elements which made an outstanding contribution to the success of this project.

-- Phyliss Dedman typed the final report and Anne Mills typed "Bridging The Gap." Florence Whitaker handled the accounting related to the project.

-- Susan Smith and Hal Leet narrated the slide series. Bruce Smith, Assistant Producer/Director of the University of Kentucky Instructional Resources mixed the music and provided technical assistance.

-- The following school systems, schools and/or vocational programs graciously provided facilities plus administrators, teachers, faculty, students, employers and/or job supervisors who served as models for our program:

Montgomery County
Fayette County
Central Kentucky Vocational School
Cardinal Hill
University of Kentucky

These administrators, teachers, faculty, students, employers and/or job supervisors offered essential assistance for our program.

-- The following cooperative education employment stations provided facilities for our program: IBM; Barney Miller's; Dawahare's; Montgomery Bank and Trust; Mt. Sterling National Bank; Foodtown; Allen, Horton, and King; Gilley's Florist; Day's Inn; McDonald's and Herald's Mens' Wear. Our media series and cooperative education could not be successful without the support of these employment stations.

-- Several students, teacher-coordinators, administrators, and employers provided input during production stages. They also reviewed the final product. Dr. Allan J. Worms served as an outside reviewer for the project.

To these individuals and groups we say gracias . . . merci beaucoup . . . danke schoen . . . thank you for helping with the project. Thank you for your role in improving and expanding the training opportunities available in vocational programs via the cooperative method of instruction. Your support helped create the media series, Bridging the Gap.

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PROJECT OVERVIEW

The cooperative method of instruction in vocational education has been an effective method with regard to promoting the training of qualified workers and in placing vocational students after graduation. The success of the cooperative method depends on many things, including the placement and training at high quality appropriate work stations for each student trainee.

The long range goal of the project, "Cooperative Education: The Employer's Viewpoint," was to improve and expand the training opportunities available in vocational education programs via the cooperative method of instruction. This goal was designed to be accomplished by utilizing a series of media programs developed through this project. These programs were designed to aid and improve training of student learners in cooperative vocational education. The objectives to be accomplished through the media programs were as follows: (1) to aid coordinators in working with employers, making suitable placement, and improving the job orientation and training of student learners; and (2) to influence employer and student trainee views and expectations regarding the cooperative method of instruction.

An advisory committee of employers and cooperative education teachers provided assistance to the project staff as the media series was developed. Procedures necessary to accomplish the project are described herein. First, a list of employers' expectations regarding cooperative students and other beginning workers was developed. The advisory committee identified and validated the critical techniques for job development of students. Next, the media series was developed. Employers, students,

teacher-coordinators and an outside reviewer provided input during production stages and reviewed the final product. A brochure was designed which describes the media series. Arrangements were made for the completed media programs to be available to local coordinators and prospective teacher-coordinators.

The media series, entitled Bridging the Gap, is available through the Kentucky Department of Education. Four slide tape presentations are included in the media series as follows: (1) "What's It All About?" (2) "The Student's Role in Cooperative Vocational Education," (3) "The Employer's Role in Cooperative Vocational Education," and (4) "The Teacher-Coordinator's Role in Cooperative Vocational Education."

The cooperative method of instruction in vocational education is defined through the slide presentation, "What's It All About?" The purpose of the cooperative program is identified and basic program principals are explained. Benefits to the community, school, employer, and student are also specified. This slide presentation is designed to acquaint students, teachers, counselors, administrators, business people, community leaders, and others with the cooperative vocational education program. It may be utilized as an excellent promotional and/or recruitment tool.

The second slide presentation in the series, "The Student's Role in Cooperative Vocational Education," is based on research regarding the employer's view of the hiring process and their expectations of employees. It is designed to address the following questions from a student perspective: What is cooperative vocational education? How do you enroll in the program? How do you obtain a job? What does an employer expect from you? How can you obtain success through the cooperative method of instruction in vocational education? How can you benefit from the cooperative method of instruction in vocational education? This presentation may be used for instructional and/or recruitment purposes.

The next slide presentation in the series, "The Employer's Role in Cooperative Vocational Education," addresses the role of the employer in cooperative programs. The opportunities and benefits that employers' have as a result of participating in a program designed to help students obtain occupational training related to their individual career objectives are stressed. This presentation may be used to introduce prospective employers to the cooperative method of instruction in vocational education. It is also an excellent tool for training sponsor development.

"The Teacher-Coordinator's Role in Cooperative Vocational Education" is designed to assist the teacher-coordinator in organizing and operating cooperative programs. The Kentucky Cooperative Vocational Education Coordinator's Handbook is introduced as a resource to help the teacher-coordinator perform the various job tasks and functions. This slide presentation addresses the tasks performed by the teacher-coordinator and examines techniques for correlating the student's job activities with in-school related instruction. It is an excellent tool for pre-service and in-service education of teacher-coordinators. In addition, teacher-coordinators may wish to view this presentation on an individual basis to learn more about their role in cooperative vocational education.

BRIDGING THE GAP

SCRIPT

PROGRAM I: WHAT'S IT ALL ABOUT

Title Slide:	1. Bridging the Gap
Title Slide:	2. Presenting: The Cooperative Method of Instruction in Vocational Education
Title Slide:	3. A Media Series by Carolyn G. Litchfield
Title Slide:	4. Program I: What's It all About?
Employer, Student, Teacher	5. What do these people have in common?
Student	6. A student
Employer	7. A job supervisor or employer
Teacher	8. A teacher-coordinator
Key ring with key labeled coordinator, supervisor, student	9. These individuals are the key to success in vocational programs which utilize the cooperative method of instruction.
Occupations	10. Through such programs, a student may receive education for employment in a variety of occupational areas. Some of these areas are:
Student Drafting	11. Industrial Occupations,
Student nurse with patient	12. Health Occupations,

Student typing with employer watching

13. Business and Office Occupations

Children and parents watching puppet show

14. Home Economics Related Occupations

Teacher with student washing sheep

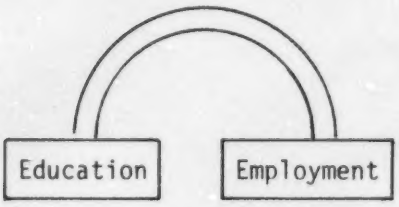
15. Agri-business Occupations, or

Student using cash register waiting on customer

16. Sales and Marketing Occupations,

Half Shot | Student in School | Student at School

17. Vocational programs which utilize the cooperative method of instruction are designed to help the student move from school and school life to the world of work.



18. They provide students with an opportunity to put theory into practice and to bridge the gap from school to employment.

Drawing:
Handshake Emblem with Sleeves
Labeled School and Employer

19. A cooperative arrangement between the school and the employer is necessary for the success of these programs.

Student at calculator in work setting

20. Thus, as a part of the school program, the student has an opportunity to be employed in a real life work situation.

Half Shot | Student at School With Teacher | Student at Work With Employer

21. School and work experiences are planned and correlated to meet the student's specific occupational goals.

Student at typewriter with employer overlooking	22. The job situation provides an employment laboratory for learning. It is called the training station.
Student at typewriter in school setting	23. At school the student receives special related instruction which correlates in-school learning with the job experiences.
Half Shot: Student at School with Teacher / Student at School with Employer	24. The school instruction and the job experiences must be cooperatively planned and supervised by both the school and the employer. Each contributes to the student's education and employability.
Forms: Training Plan and Training Agreement	25. This is accomplished through the development of both an individualized training agreement and a training plan designed for each student.
Words: The Training Agreement	26. The Training Agreement is an understanding between the employer, the student, and the coordinator.
Form: Training Agreement	27. It contains basic data regarding the student's employment and training, plus statements regarding the responsibility of each of the individuals who sign it.
Employer signing the Training Agreement	28. When an employer signs the Training Agreement, he or she promises to provide the student-learner with gainful employment. The employer also agrees to take an active part in training and supervising the student while providing on-the-job instruction.

Student signing the Training Agreement

29. The student-trainee agrees to conform to the policies and regulations of the employer and the school.

Teacher signing the Training Agreement

30. On behalf of the school, the teacher-coordinator agrees to provide in school related instruction plus consultation and advice to all parties concerned with the vocational program.

Parent signing the Training Agreement

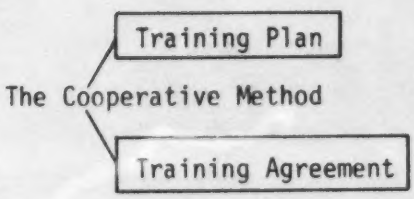
31. If the student is a minor, a parent or guardian signs the Training Agreement to indicate that the student may enroll in the program. The parent or guardian also accepts responsibility for the student-trainee's safety and conduct while traveling to and from school, place of employment and home.

Words: The Training Plan

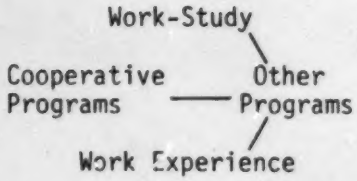
32. The Training Plan is the next element. It is developed by the teacher-coordinator with assistance from the job-supervisor or employer.

All pages of the Training Plan laid out

33. The Training Plan contains information regarding the student's career objective, the nature of the training to be provided plus resources and references that are available to help the student.



34. The Training Plan and the Training Agreement are two factors which distinguish the cooperative method of instruction in vocational education from other programs which utilize work experience.



*35. At this point in time, two other work programs should be mentioned. They are the work-study program and the work experience program. These programs employ some but not all of the procedures and processes utilized in the cooperative method. However, there are differences in the purposes and regulations for each type of program. Let's examine them.

Chart
Comparing Work Experience Programs

*36. The Cooperative Method is designed to assist students in acquiring the training necessary to achieve a stated career objective.

Through work-study disadvantaged students are placed on a job which provides income. The program is designed to prevent students from dropping out of school.

Work experience programs are designed to release students from school in order that they might earn money and acquire general work experience.

The Chart (continued)

*37. Variations in program and student objectives result in differences in administrative and instructional techniques. The cooperative program is operated by an occupationally certified teacher-coordinator who supervises the student-trainee. Related instruction correlates on the job and in-school learning through use of a Training

Agreement, a Training Plan, an Advisory Committee and a student organization. These items are not usually present in other programs.

The Chart (continued)

*38. In addition, work programs differ with regard to the place of employment and the source of payroll funds. Work study students are placed in public, non-profit agencies and the majority of the pay is subsidized by the government. In work experience and cooperative programs, students may work in public, non-profit agencies but usually work for profit making companies. They are paid from the regular company payroll.

Student working on computer

39. The cooperative method incorporates some of the purposes of both work study and work experience programs. However, it goes a step further by providing occupational training related to the student's career objectives.

Words: Principles and First Principle

*40. The cooperative program adheres to certain principles. First, the student has a career objective in a specific occupational cluster.

Principles (continued)

*41. The student must have prior training or concurrent training in that occupational cluster.

Principles (continued)

*42. The student is placed on a job that is related to the career objective.

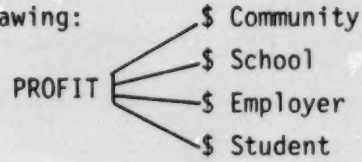
Principles (continued)

*43. There must be a direct, planned correlation between the in-school learnings and the job experiences as indicated by the Training Plan and Training Agreement.

Half Shot — Student in Class on Cash Register — Student at Work on Cash Register

44. Individual success is derived from this class correlation between the in-school learnings and the job experiences.

Drawing:



45. Several individuals and groups benefit from the cooperative method: the community, the school, the employer and the student.

Downtown Metropolitan Area

46. The community benefits as the cooperative method introduces local employment opportunities to students, decreases unemployment, provides labor resources, and encourages students to remain in the local area.

School Building

47. The school and the teacher coordinator obtain the use of modern training equipment in the business laboratory that may not be available in the school. They may also acquire realistic and relevant contacts with employers. Such contacts are necessary to update the occupational curriculum and to obtain job placement for graduating seniors.

Student handing report to Employer

48. The employer profits by assisting in the training of qualified employees, by acquiring the services and advice of the teacher-coordinator in training workers for the company and by providing input to the school for training new workers. The employer also profits from public relations related to program participation and may be eligible for tax credits.

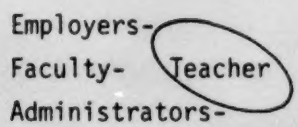
Student drafting

49. The student benefits by learning while earning, by making the transition from school to work, and by acquiring the occupational training and work experience necessary to advance in a career.

Student working

50. Several people are involved in the cooperative program, however, the student is the focal point.

Drawing:



51. The teacher-coordinator represents the school and serves as the liaison between the different parties involved with the cooperative method.

Employer on phone

52. The employer completes the picture and functions as a key vital to the training element of the cooperative program.

Student, teacher, employer talking in employer's office.

53. The success of the cooperative method depends upon the joint efforts of the teacher-coordinator and the employer helping the individual student make a satisfactory adjustment to the world of work.

Credit Slide	54. Produced by Dr. Carolyn Litchfield Assisted by Linda Skeeters and Lisa Doyle
Credit Slide	55. Major Photography and Art by Dan Vantreese
Credit Slide	56. Narrated by Susan Smith and Hal Leet
Credit Slide	57. A Cooperative Effort of the University of Kentucky, and the Kentucky Department of Education, Bureau of Vocational Education.

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*Slides Numbered 35, 36, 37, 38, 40, 41, 42, 43 originally appeared in "The Cooperative Vocational Program" by Elaine Uthe.

SCRIPT

SCRIPT

PROGRAM II: THE STUDENT'S ROLE IN COOPERATIVE VOCATIONAL EDUCATION

Title Slide:	1. Bridging the Gap
Title Slide:	2. Presenting -- The Cooperative Method of Instruction in Vocational Education
Title Slide:	3. A Media Series by Carolyn G. Litchfield
Title Slide:	4. Program II: The Student's Role in Cooperative Vocational Education
Student at produce scales	5. Cooperative Vocational Education is a unique method of instruction designed to help you--the student--move from school to the world of work.
Student at school greenhouse	6. If you are enrolled in a vocational program utilizing the cooperative method of instruction, you will spend part of the day in school . . .
Student at florist shop	7. and part in a supervised job where you will obtain training related to your career objective.
Learn while you earn	*8. In Cooperative Vocational Education, training is more important than immediate financial reward. What you earn is secondary to what you learn.

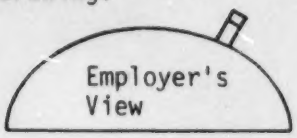
Half Shot: Student with teacher Student with employer	9. As you learn, you will have the assistance of both an employer and a teacher-coordinator. They will use a planned program of activity to help you develop career competence.
Student completing application	10. If you wish to enroll in Cooperative Vocational Education, you may need to complete an application for admission.
Student being interviewed by teacher	11. Next, you will have an interview with the teacher-coordinator. Questions may be asked regarding you, your hobbies and interests, plus the subjects you enjoy studying.
Teacher obtaining references from other teachers	12. The teacher-coordinator may request references from some of your teachers--since their appraisal of you and your work will be helpful in determining your potential for success in the program.
Student opening envelope with acceptance letter in it	13. After studying these and several other factors, the teacher-coordinator will let you know if you have been accepted into the program.
Student being interviewed by employer	14. Provided you are accepted and enroll in the program, the teacher-coordinator will assist you in arranging interviews with employers. These employers have agreed to cooperate with the vocational program and its objectives. However, they are under no obligation to hire you. It's up to you to land a job and keep it!

Student reading classified ads	15. The process of obtaining employment is a project. Like any other project, you should prepare for it.
Student reading annual report	16. First, be ready to show that you are interested in the job. Do a little investigating prior to the interview.
Student reading IBM notebook	17. Learn as much as you can about the company--its products and services
Student typing resume	18. Develop a resume which outlines your background, education, interests and work experience.
Student checking appearance in mirror	19. Remember that first impressions are very important. They can set the tone of an interview. So, dress properly. Conservative clothing is best. Also, be well groomed.
Student being handed an application	20. When you go for the interview, go alone. More than likely you will be handed an application right away.
Student reading application	21. Read the form carefully before completing it. Remember, you are demonstrating some of your basic employment skills as you complete this application.
Student filling out application	22. Answer everything, even if you specify "Not Applicable." This will show that you have read the complete application. You may wish to refer to your resume as you complete the application.

Student being interviewed by employer

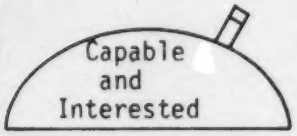
23. An employer is concerned about hiring the right people. The application and the interview help the employer learn certain things about you, the applicant.

Drawing:



24. Let's take a look at the employer's view of the hiring process and how you can convince an employer that you will fit bill.

Drawing:



25. The employer wants to hire a person who is capable of doing the job and truly interested in the business. As an applicant, you can convince the employer that you are the right person through your poise and your positive confident attitude.

Drawing:

Student mowing lawn (Initiative)

26. Employers also look for initiative. How can you demonstrate this trait? When completing the previous employment section of the application, put down everything you can. Include the fact that you delivered papers, offered babysitting services, or mowed lawns.

Drawing:

Student with trophies (Get involved)

27. Employers want to hire people who are willing to get involved. You can demonstrate this by specifying your hobbies and interests. Extracurricular activities, sports and community activities indicate that you are willing to be involved with people and with accomplishing specific goals.

Student looking at clock

28. Reliability is another factor which employers look for in applicants. So, arrive early for the interview. Take a few minutes to check over your appearance before seeing the interviewer.

Employer and student shaking hands

29. Make a good first impression. Shake hands firmly, smile, and look the interviewer in the eye.

Employer and student shaking hands

30. Don't be afraid to take the initiative. Introduce yourself and use the interviewer's name. "Hello Ms. Kirk. My name is Frank White. I am here as an applicant for the teller position."

Employer interviewing student

31. Relax, but be attentive. Listen to what is said. While the interviewer is seeking your answers, you can learn information regarding the prospective employer.

? ? ? ? ? ?
? ? ? ? ? ?

32. Answer questions promptly but briefly. Stress your qualifications without exaggeration. Don't be afraid to ask questions if you have any.

Employer and student shaking hands

33. Let the interviewer close the interview. When this happens, express your appreciation for the interviewer's time.

Student writing letter

34. After the interview, review what happened and what was said. A few days later, you may wish to write the interviewer to express appreciation for the interview, ask any questions you might

have, present additional information regarding your qualifications, and indicate that you are interested in the job. This could increase your chances of obtaining it.

Labor law forms

35. You have heard about working papers, labor laws, social security taxes, and things like that. These items will be discussed in greater detail during your vocational education class. You'll learn how they apply to you.

Work permit and social security card

36. Also, you will need to obtain any necessary legal documents before you start to work. This includes things like a social security card and work permit. Your teacher-coordinator will let you know how to go about getting them.

Teacher looking at training plan and training agreement

37. Next, your teacher-coordinator will see that a training agreement and a training plan are developed for you.

Training agreement form

38. This is a training agreement. By signing this document, you, your teacher-coordinator, and your employer agree to assume certain responsibilities to make sure that you benefit from cooperative vocational education. If you are a minor, your parents or guardian will also sign the training agreement.

Employer signing training agreement	39. When your employer signs the training agreement, he or she promises to provide you with paid employment and to take an active part in training and supervising you through on-the-job instruction.
Student signing training agreement	40. You agree to conform to the policies and regulations of the employer and the school. Such policies and regulations may be specified in a written student agreement.
Teaching signing training agreement	41. On behalf of the school, the teacher-coordinator agrees to provide in-school related instruction plus consultation and advice to all parties concerned with the vocational program.
Parent signing training agreement	42. If you are a minor, your parent or guardian will sign the training agreement to indicate that you have their permission to enroll in the program. This is necessary because they accept responsibility for your safety and conduct while you are traveling to and from school, job and home.
Training plan form	43. This is a training plan. It contains information regarding your career objective, the nature of the training you will be provided, and the individual's responsible for this training. The training plan is developed by your teacher-coordinator and your employer. You may also be involved.

Training agreement and training plan overlapping

44. The training agreement and the training plan are designed to help you reach your career objective and achieve success through the cooperative method of instruction.

Student with Vocational Education Occupations book

45. You also play an important role in assuring that you obtain success through this program.

Drawing:

Clown with balloons listing good traits

46. If you develop positive personal traits, you will be likely to succeed both in school and on the job. Furthermore, the development of such traits will serve you throughout your employment career. Let's take a closer look at the characteristics necessary for career success.

Student at time clock

47. Punctuality: The old axiom--"A full day's work for a full day's pay"--has to do with promptness, the readiness to do a good day's work and your interest in the job. Punch the time clock so you can be at your post and working on time.

Student looking at watch in break room

48. Also, watch your time on lunch hours and breaks. Demonstrate that you are honest with your employer's time and dependable.

Student jogging

49. Eat well balanced meals and exercise regularly. This will aid you in staying healthy and keeping a good work record. If you do get sick, be sure to notify your employer and your teacher-coordinator.

Student moving baskets of flowers

50. Be ambitious and willing to go the extra mile. The willingness to do something without being told is a positive trait that employers appreciate. When you see something that should be done, do it.

Student putting in cash register tape

51. Also, be willing to help out in emergency situations. It could make a difference in how quickly you progress.

Student at switchboard

52. Your ability to communicate will make an impression on others. So, watch your grammar, diction, and vocabulary.

Two employees fighting

53. Control your emotions on the job. Stay calm and collected--not only in normal situations but also when you are under stress. An employer doesn't need someone who flies off the handle.

Employees resolving disagreements

54. Problem situations can arise anytime, anywhere. Saying or doing the right thing at the right time can turn it around. No matter how bad things are, you can always find something positive to say and avoid hurt feelings or bruised egos.

Student helping employer bag grocercies

55. Courtesy will be appreciated by your employer, your co-workers, and your customers. Be friendly with those with whom you work and associate. Everyone pulling together makes work easier and gets the job done.

Student with employer

56. You will have to be able to work with your boss or supervisor. In order to get along, understand what is expected of you and be prepared to make compromises.

Student with an employee

57. While it is important to get along with your boss, it is just as important to get along with your co-workers. Staff harmony is essential for any successful business.

Farmer with student

58. Be ready to lend a hand when needed and to accept suggestions, especially from people who have been on the job longer than you. Showing respect to these people will encourage them to help you.

Safety drawing

59. Be considerate of your co-worker's safety. Make sure your work habits don't endanger someone else.

Chef and student waitress looking over menu

60. In a work group, a certain amount of dedication and loyalty are important. Speak well of your co-workers, your boss and your company. Be proud of them.

Student with blow torch

61. Obey company rules and regulations and take care of company equipment--such items are costly and breakdowns may influence profit.

Student handing paper to teacher

62. Remember, just because you are a part of the cooperative vocational program and working, you are not entitled to any special privileges. You have the same responsibilities as any other student or employer, if not more.

Teaching explaining drawing to student

63. As a part of the program, you'll have someone else to work with and from whom you can get help--your teacher-coordinator. You and your coordinator must understand and get along with one another. The coordinator wants your studies and your job to be a well-organized learning experience--something that will benefit you the rest of your life. So establish a relationship which allows you to discuss your problems--and your successes.

Teacher and student working on paper

64. Because you are the one closest to the job situation, it is your responsibility to contact your teacher-coordinator if a job or school problem is brewing. Working out these problems with you is important. However, your coordinator can't do much to help with problems unless told about them and told early enough to lend a hand. So, be frank. A problem out in the open can be dealt with.

Employer, student, and teaching working on evaluation

65. From time to time, you, your teacher-coordinator and your employer will meet for a formal evaluation of your progress. The evaluation will cover such things as your work habits, personality, attitude, the technical skills you have acquired, and other things. Your employer will point out your strengths and weaknesses. With the help of your employer and teacher-coordinator, you will learn how to overcome your weaknesses and build on your strengths.

Student handing uniform to coach

66. Because of your school and work schedule, you may not have time to participate in a lot of extra-curricular activities at school. However, program benefits outweigh this disadvantage. Through cooperative vocational education, you will have an opportunity to:

Student working on engine

67. select what you want to do for a living and prepare for it while developing work habits essential for success.

Half Shot: Student at School with Coordinator / Student at Work with Employer	68. You'll make the switch from school to work with a concerned coordinator and employer there to help you.
Student looking at trophies	69. You'll be able to participate in vocational student organization activities.
Half Shot: Student at School at Blackboard / Student at Work Working on Books	70. Your academic subjects will take on new meaning as you see how they are applied on the job.
Student in graduation gown	71. You will graduate with a head start in the employment market because you have work experience.
Drawing of student with label: Learn While Earn	*72. You'll also have an opportunity to earn while you learn.
Drawing: Goals	73. Progress in education and employment isn't a haphazard thing. If you really want to get ahead, you must set goals and plan to reach them. The cooperative method of instruction in vocational education will help you do this.
Credit Slide	74. Produced by Dr. Carolyn Litchfield Assisted by Linda Skeeters and Lisa Doyle
Credit Slide	75. Major Photography and Art by Dan Vantreese
Credit Slide	76. Narrated by Susan Smith and Hal Leet
Credit Slide	77. A cooperative effort of the University of Kentucky and the Kentucky Department of Education, Bureau of Vocational Education.

*Slides numbered 8 and 72 originally appeared in "The Cooperative Vocational Program" by Elaine Uthe.

SCRIPT

PROGRAM III: THE EMPLOYER'S ROLE IN COOPERATIVE VOCATIONAL EDUCATION

Title Slide:	1. Bridging the Gap
Title Slide:	2. Presenting the Cooperative Method of Instruction in Vocational Education
Title Slide:	3. A Media Presentation by Carolyn G. Litchfield
Title Slide:	4. Program III: The Employer's Role in Cooperative Vocational Education
Employers having coffee together	5. These business people participate in a unique vocational program which utilizes the cooperative method of instruction.
Employers at advisory committee meeting	6. Today, they are attending an advisory committee meeting designed to aid the teacher-coordinator in improving instruction for students.
Focus on one employer who is explaining something	7. The committee is chaired by an employer who has been involved with the cooperative program for several years.
Employer and teacher speaking in office	8. It all started when the teacher-coordinator visited the employer to explain the purposes of the program. It was obvious that the business world would profit from cooperating in the training of student learners.

Employer interviewing student

9. The coordinator sent several students to apply for a job and this student was hired. Since that time, other students have also been hired. The process works like this.

Student filling out program application

10. Students indicate their career objective when they enroll in the vocational program.

Student being interviewed

11. Interviews are arranged based on the student's career objective.

Employer completing form

12. The employer evaluates each student, completes a report regarding the job interview and decides who will be employed.

Form: Employer's Report of the Job Interview

13. Through the employer's report of the job interview form, feedback is provided to the teacher-coordinator.

It enables the coordinator to assist the student in developing and improving interviewing skills.

Student being interviewed

14. Employer responsibilities in hiring include: interviewing candidates

Employer completing forms

15. completing necessary employment forms and

Employer with equity poster

16. following equitable employment practices.

Teacher with training agreement and plan

17. Once the student is employed, the teacher-coordinator will see that a training agreement and a training plan are prepared.

Training agreement

18. Through the training agreement, the employer, the school represented by the teacher-coordinator, the student, and the parent or guardian of a minor student, promise to assume certain responsibilities to assure that the student learns as much as possible from participating in the program.

Employer signing agreement

19. When an employer signs the training agreement, a promise is made to provide the student learner with gainful employment. The employer also agrees to take an active part in training and supervising the student, while providing on-the-job instruction.

Teacher-Coordinator signing agreement

20. On behalf of the school, the teacher-coordinator agrees to provide in-school related instruction plus consultation and advice to all parties concerned with the vocational program.

Student signing agreement

21. The student trainee agrees to conform to the policies and regulations of the employer and the school.

Parent signing agreement

22. If the student is a minor, a parent or guardian signs the training agreement to indicate that the student may enroll in the program. The parent or guardian also accepts responsibility for the student trainee's safety and conduct while traveling to and from school, place of employment, and home.

Teacher-Coordinator with employer

23. As an employer who participates in the cooperative method of instruction, you may assist the teacher-coordinator in developing the training plan.

Half Shot: Student at cash register at school / Student at cash register at school

24. This involves identifying the major competencies that a student will need for career success and indicating where they will be developed:

on the training station
in a related instruction class
or, a combination.

Supermarket resources

25. You may help the teacher-coordinator identify resources to assist students in developing these competencies.

Half Shot
Drawing:

Accounting Advertising

26. You might also help the teacher-coordinator identify any job rotations the student will need in order to obtain adequate training and a full understanding of the business.

Employer, student, job supervisor at salad bar

27. In order to help the student develop on the job, you will provide close supervision by a qualified person. This may be you or another job supervisor.

Employer, student, job supervisor at salad bar

28. This individual will work closely with you, the student, and the teacher-coordinator to assure that the student obtains a quality learning experience.

Job supervisor helping student

29. The job supervisor should be a person who is interested in helping the student learner and who has empathy for new workers. Preferably, the job supervisor is skilled in the occupational area or has experience in training others. However, the job supervisor is often the last person who held the position for which the student is assigned.

Teacher, student, employer talking

31. You and/or the job supervisor will also meet with the teacher/coordinator and the student to discuss job performance.

Employer and student looking at Days Inn books

32. You can help the student by discussing opportunities within your business and within the profession. Also, encourage the student to set career goals and work towards obtaining them.

Employer on phone

33. Should the student be involved in an accident while on the job, notify the coordinator and parent or guardian as soon as possible.

Teacher on phone

34. If other job problems arise, let the teacher-coordinator know about them. Also inform the teacher-coordinator before taking any action to discharge or otherwise change the employment status of the student learner.

Drawing:

Co-op Emblem
Handshake

35. This will help assure that a truly cooperative vocational training program exists.

Student drafting with employer assisting

36. Otherwise, give the same consideration to the student trainee as other employees in regard to safety, health, social security, workers' compensation, general employment conditions, and other regulations of the business.

Student getting an award from employer

37. As you work with the student and the teacher-coordinator through the cooperative method of instruction in vocational education, you may be invited to participate in employer-employee appreciation events. . .

Employer looking at folder of papers

38. Judge competitive events related to the vocational student organization--and/or attend sponsor development programs.

Advisory Committee meeting

39. You might also be asked to serve on the occupational advisory committee. Here you will have an opportunity to provide advice and counsel to the teacher-coordinator regarding program operation.

Advisory Committee meeting

40. As an advisory committee member, you will work with other employers, community leaders, school administrators, faculty, parents, and students for program improvement in vocational education.

Employer and student talking

41. We hope that you will become fully involved in the program because we believe that your total participation will be mutually beneficial.

Employer and student looking at blueprint

42. While we benefit from the time, energy, financial and other support that you provide, you will benefit by contributing to the personal and professional development of the student learner.

Teacher helping student at drafting board

43. You will receive assistance in selecting personnel who are interested in your business. Students selected for the vocational program have a career objective related to your occupational area.

Teaching timing student typing

44. You will obtain assistance from the teacher-coordinator in instructing and guiding the student learner.

Job supervisor

45. You will also gain the services and advice of the teacher-coordinator in developing other people for your business--such as job supervisors.

Student employee and employer

46. You will benefit by assisting in the training of student learners who may become qualified full-time workers for your organization upon graduation.

Employer and teacher discussing training program

47. You will help create better communication between educators and employers, and thus contribute to the development of employees who understand the business world.

Employer looking at tax credit information

48. You may be eligible for tax credits for hiring students who are participating in a vocational program utilizing the cooperative method of instruction.

Employer and student looking at newspaper clippings	49. You can benefit from the public relations items which tell of your participation in the program and student trainee programs.
Employer and student looking at occupations book	50. You may also gain satisfaction from participating in a community endeavor to prepare people for occupational life and adult citizenship.
Employer and student working together	51. The assets outweight the liabilities with the cooperative method of instruction.
Advisory Committee meeting	52. That's why these people are involved.
Get involved!	53. We encourage you to do the same!
Credit Slide	54. Produced by Dr. Carolyn Litchfield Assisted by Linda Skeeters and Lisa Doyle
Credit Slide	55. Major Photography and Art by Dan Vantreese
Credit Slide	56. Narrated by Susan Smith and Hal Leet
Credit Slide	57. A cooperative Effort of The University of Kentucky and the Kentucky Department of Education Bureau of Vocational Education

SCRIPT

PROGRAM IV: THE TEACHER-COORDINATOR'S ROLE IN COOPERATIVE VOCATIONAL EDUCATION

Title Slide:	1. Bridging the Gap
Title Slide:	2. Presenting: The Cooperative Method of Instruction in Vocational Education
Title Slide:	3. A Media Series by Carolyn G. Litchfield
Title Slide:	4. Program IV -- The Teacher-Coordinator's Role in Cooperative Vocational Education
Employers- -Students Faculty- (Teacher) -Parents Administrators- -Guardians	5. In cooperative vocational education, the teacher-coordinator represents the school and serves as a liaison between the different parties who are involved with the program.
Coordination, Guidance and Counseling TEACHING Public Relations, Administration	6. The coordinator performs tasks related to teaching, coordination, guidance and counseling, public relations and administration.
Teacher with plan book	7. Program success depends upon: - How well the teacher-coordinator performs these tasks, plus - How well the teacher-coordinator is able to plan and organize work to maintain balance among the various functions.

Coordinator's Handbook	8.	The Coordinator's Handbook is designed to help the teacher-coordinator organize and operate cooperative vocational programs.
Kentucky Department of Education Bureau of Vocational Education Capital Plaza Tower Frankfort, KY 40601	9.	The Handbook is available through the Kentucky Department of Education, Bureau of Vocational Education, Frankfort, Kentucky. It is an excellent resource for the teacher-coordinator.
Coordinator's Handbook (opened)	10.	The Handbook contains tools which will assist the coordinator in directing major effort toward the primary program goal--preparing students to enter and advance in their careers.
Coordination activities: Recruitment and Selection Job Placement Job Observation Evaluation Related Instruction	*11.	This involves coordinating the student's job activities with the in-school related instruction and it includes: Recruitment and Selection of Students; Job Placement; Observation on the Job; Evaluation; and Providing Related Instruction Let's take a closer look!
Words: RECRUITMENT AND SELECTION	12.	Beginning with Recruitment and Selection
Forms	13.	Several forms and planning tools are used in this process. Master copies of such are in the Coordinator's Handbook. Let's examine these items.
Teacher putting up recruitment poster	14.	Recruitment materials such as brochures, flyers and posters are designed to help students learn about the cooperative program. The coordinator develops a

recruitment plan which includes these and other items such as bulletin boards, presentations in classes or assemblies, television or radio programs, and career days.

Student filling out program application

15. Students who are interested in the program complete an application.

Teacher starting action checklist form

16. Upon receiving a student's application, the teacher-coordinator initiates the Action Checklist.

Action checklist form

17. The coordinator uses the Action Checklist to document all activities from student application through the development of a training agreement. This helps assure that each student obtains equitable consideration.

Teacher looking at cumulative school record

18. Next, the teacher-coordinator studies the student's Cumulative School Record to determine potential for success on a job.

Teacher interviewing student

19. The coordinator conducts an interview with each applicant in order to learn more about the individual's interests, maturity and job skills. This is an excellent opportunity to explain program policies, procedures and benefits to students and answer their questions.

Teacher filling out analysis of recruitment interview

20. After the interview, the coordinator completes the Analysis of Recruitment Interview form. The student is

evaluated on poise, attitude, appearance, job desires, motivation and other factors. If the student needs to meet any special conditions before acceptance in the program, these are noted on the form.

Teacher placing forms in a file folder

21. The teacher-coordinator prepares a Student Folder to file all of the forms used for an individual applicant.

Teacher getting letter of reference from other teacher

22. Recommendations from other teachers are secured at this point. Such references are obtained from those who teach the pre-requisite occupational courses and/or those teachers identified by the student.

Teacher looking at action checklist

23. Once recommendations are returned, the coordinator makes a decision regarding student enrollment in the program. Alternatives are: accept without reservation, accept if certain conditions are met, or reject for good reason. The coordinator considers program objectives when choosing an alternative.

Student getting an acceptance letter

24. After a decision is made regarding enrollment, an Acceptance or Rejection letter is sent to the student. A copy is also placed in the coordinator's file.

Teacher filling out student profile

25. At this point, the coordinator prepares a student profile. It is used in the next step of the coordination process --

Words: JOB PLACEMENT	26. job placement. The objective of job placement is to obtain the best on-the-job instruction possible to meet individual students needs.
Teacher looking in card file	27. In order to obtain ideas for job placement the coordinator refers to the file of potential training stations.
Teacher and employer shaking hands	28. Employers are notified in order to identify training stations and open the door for the student's job interview.
Evaluation of training station form	29. The best coordinators take much time in qualifying a training station for participation in cooperative vocational education. They use the Evaluation of Training Station form to match students with an appropriate work station.
Student and teacher looking at introduction card	30. The coordinator uses the Introduction Card for the Job Interview to inform the employer that the student is enrolled in the vocational program. The card is also used to inform the student of facts regarding the scheduled interview.
Employer completing employer's report of job interview	31. The employer determines who will be hired, completes the Job Interview Report and returns it to the coordinator.
Teacher completing training agreement	32. The job placement process is formalized by completion of the Training Agreement and the Training Plan.

Drawing:

Faces of employer, student, parents, guardian and coordinator surrounding desk

*33. The Training Agreement is an understanding between the employer, the student, the parent or guardian of a minor student, and the coordinator regarding the employment of the student-learner.

Employer signing training agreement

34. When an employer signs the Training Agreement, he or she promises to provide the student learner with gainful employment. The employer also agrees to take an active part in training and supervising the student while providing on-the-job instruction.

Student signing training agreement

35. The student trainee agrees to conform to the policies and regulations of the employer and the school.

Parent signing training agreement

36. If the student is a minor, a parent or guardian signs the Training Agreement to indicate that the student may enroll in the program. The parent or guardian also accepts responsibility for the student trainee's safety and conduct while traveling to and from school, place of employment, and home.

Teacher signing training agreement

37. On behalf of the school, the teacher-coordinator agrees to provide in-school related instruction plus consultation and advice to all parties concerned with the vocational program.

Employer and teacher talking in office

38. The quality of on-the-job education depends almost entirely on the ability and interest of the teacher-coordinator in working with the employer in developing a sound occupational experience for the student.

Form: TRAINING PLAN

39. The coordinator uses the Training Plan as a guide for developing the student's occupational competence. It contains information regarding the student's career objective and current job. A job rotation schedule is also listed.

Resourses

40. Resources and references that are available to assist the student on the job or in school are identified.

Teacher filling out training plan

41. The nature of the training to be provided is specified with the individuals responsible for this training.

Teacher completing action checklist

42. Completion of these documents--the last step in job placement--is noted on the Action Checklist.

Words: COORDINATION

43. The next activity involves observing the student on the job through coordination visits.

Teacher on coordination visit

44. Coordination visits are valuable in assessing the student's learning process, correlating related instruction and job experiences, making any necessary changes in the Training Plan, and improving the quality of training stations.

Calendar of coordinator visits form

45. The number of calls, as well as their timing, must be carefully planned for effectiveness and efficiency. A Calendar of Coordination Visits form is an excellent management tool to ensure that every student is supervised adequately.

Teacher filling out coordination call report

46. After each visit, a Coordination Call Report is completed. It contains information regarding the purpose of the visit and observations made.

Student filling out attendance and work report

47. Since the coordinator cannot consistently observe the student on the job, the student prepares a weekly Attendance and Work Report containing the number of hours worked and tasks performed.

Teacher looking at attendance and work report

48. The teacher-coordinator uses this document to check the student's job attendance with school attendance and to assure that the Training Agreement and the Training Plan are being fulfilled. It is also useful in planning related instruction.

Words: EVALUATION

49. Evaluation is the next activity.

Employer and student looking at drafting work.

50. Student progress is evaluated either at the end of a job rotation or near the end of each grading period.

Progress report form

51. The Progress Report form is used to record student progress as observed by the job supervisor or employer. Both strengths and weaknesses are recorded.

Teacher, student, employer in conference

52. The employer, student and teacher-coordinator meet to discuss this report, assess student progress, and identify techniques for improvement.

Training Profile

53. Then the student, the teacher-coordinator, and the job supervisor use the Training Profile to record their perceptions of the quality of the training provided by the employer.

Teacher typing weekly planning calendar

54. The teacher-coordinator may prepare program evaluations associated with the Weekly Planning Calendar and the monthly report. These items serve as public relations tools and a progress report to school administrators.

Teacher filling out follow-up report

55. The coordinator also conducts follow-up studies of previous graduates and completes an annual report which is filed with the State Department of Education.

Words: RELATED INSTRUCTION

56. Providing related instruction is an on-going activity.

Words:

Adjust to work
Acquire marketable skills
Obtain employment

57. Cooperative vocational education programs are designed to assist the student to:
- adjust to the world of work;
- acquire marketable skills in a specific occupational area; and
- obtain employment in that area when trained.

Half shot:

Student on Job | Student in School

58. These goals are accomplished by correlating the job experiences with in-school related instruction so individual students reach their career objective.

Teacher and student with food services book

59. The quality of the related instruction depends upon the ability of the teacher-coordinator to design and select projects that help the student obtain the competencies outlined in the Training Plan.

Teacher with Coordinator's Handbook

60. The teacher-coordinator has many responsibilities:
- Recruitment and Selection of Students;
- Job Placement in Appropriate Training Stations;
- Observation on the Job;
- Evaluation; and
- Providing Related Instruction.

Teacher filing folders

61. While performing these responsibilities, the coordinator also initiates and maintains an organized recordkeeping system to support administrative processes;

Teacher and employer working on employment forms

62. works with the legal aspects of employment and provides continuing sponsor development;

Advisory Committee

63. utilizes the occupational advisory committee to improve instruction;

Reporter and teacher

64. plans, organizes, and executes public relations activities;

Student and teacher with trophy

65. serves as an advisor to the vocational student organization;

Teacher with AVA application

66. and, is a member of professional associations related to vocational education.

Teacher at podium	67. While performing these activities, the teacher-coordinator communicates the philosophy and objectives of cooperative vocational education to a variety of interested parties.
Group of students, parents, guardians, faculty, counselors, administrators and the business community	68. The coordinator works with students, parents, guardians, faculty, counselors, administrators, and the business community.
Teacher at chalkboard	69. Some people believe that the teacher-coordinator determines the quality of the program.
Half shot: Student in School Student on Job	70. However, the teacher-coordinator and the employer work as a team to assist the student in making a satisfactory adjustment to the world of work.
Drawing: Cooperative vocational education handshake	71. This educational process is truly a cooperative one.
Credit slide	72. Produced by Dr. Carolyn Litchfield Assisted by Linda Skeeters and Lisa Doyle
Credit slide	73. Major Photography and Art by Dan Vantreese
Credit slide	74. Narrated by Susan Smith and Hal Leet

46

Credit Slide

75. A Cooperative Effort of
The University of Kentucky
and the
Kentucky Department of Education
Bureau of Vocational Education

*Slides numbered 11 and 33 originally appeared in "The Cooperative Vocational Program" by Elaine Uthe.

USER'S GUIDE

PURPOSE:

The goal of this project was to improve and expand the training opportunities available in vocational education programs via the cooperative method of instruction. A slide series titled "Bridging the Gap" was developed to help meet this goal.

The slide series is designed to help vocational educators prepare both themselves and their programs for services to students and employers through the cooperative method of instruction. The four slide programs provide the framework and structure necessary to inform viewers about the cooperative method of instruction in vocational education. They are designed to provide information which will improve the cooperative vocational experience for the student, employer and the teacher-coordinator.

WHO CAN BENEFIT FROM THESE MATERIALS?

The slide series "Bridging the Gap" will be a valuable aid to people who are knowledgeable about the cooperative method of instruction in vocational education. In addition, those who are not knowledgeable regarding this method will also benefit from the programs in the series. The slide programs are appropriate for group use and individualized instruction. They can be used in workshops and conferences, inservice meetings, professional development courses, teacher education or other settings.

Students, parents and guardians, teacher-coordinators, prospective teacher-coordinators, other instructors, counselors, administrators, employers, business people, members of civic groups, political leaders and other persons interested in vocational education can benefit from

this series. As these individuals view the programs, they will learn how to prepare persons for our constantly changing world of work.

AN OVERVIEW OF EACH PROGRAM IN THE SERIES:

Program I: "What's It All About?"

Through this slide presentation, the purpose of the cooperative vocational education program is identified and basic program principles are explained. Some of the program benefits for the community, school, employer and student are specified. The presentation is designed to acquaint students, parents and guardians, teachers, counselors, administrators, business people, community leaders, and others with the cooperative vocational education program. It may be utilized as a tool for promotion and/or recruitment.

Program II: "The Student's Role in Cooperative Vocational Education."

This slide presentation is based on research regarding the employer's view of the hiring process and their expectations of employees. It is designed to address the following questions from a student perspective: What is cooperative vocational education? How do you enroll in the program? How do you obtain a job? What does an employer expect from you? How can you obtain success through the cooperative method of instruction in vocational education? How can you benefit from the cooperative method of instruction in vocational education? This presentation may be utilized for recruitment and/or instructional purposes.

Program III: "The Employer's Role in Cooperative Vocational Education."

This slide presentation addressed the various roles that employers might play as they participate in cooperative vocational education programs. The opportunities and benefits that employers have as a result of participating in a program designed to help students obtain occupational training related

to their individual career objectives are stressed. This presentation may be used to introduce prospective employers to the cooperative method of instruction in vocational education. It is also an excellent tool for training sponsor development.

Program IV: "The Teacher-Coordinator's Role in Cooperative Vocational Education."

This program is designed to assist the teacher-coordinator in organizing and operating cooperative programs. The Kentucky Cooperative Vocational Education Coordinators's Handbook is introduced as a resource to help the teacher-coordinator perform the various job tasks and functions. This slide presentation addresses the tasks performed by the teacher-coordinator and examines techniques for correlating the student's job activities with in-school related instruction. It is an excellent tool for pre-service and in-service education of teacher-coordinators. In addition, teacher-coordinators may wish to view this presentation on an individual basis to learn more about their role in cooperative vocational education.

HOW TO USE:

The "Bridging the Gap" series may be utilized in a variety of ways. The complete slide series may be used in its entirety. In addition, individual programs within the series may be used to address a specific topic related to the cooperative method of instruction. These individual programs may also be used to reach a specific target group. For example, Program IV may be used to inform prospecitve teacher-coordinators of their role in the cooperative method of instruction.

Several suggestions are offered herein for using the series and specifically the individual programs within the series. You may find other

uses plus additional persons who will benefit from viewing the slide programs. The following suggestions are offered to stimulate your thinking regarding how you might utilize this slide series to improve and expand the training opportunities available in vocational programs via the cooperative method of instruction.

I.a. Program I (what's it all about?) may be used to acquaint people with the cooperative method of instruction in vocational education. It may be used to inform students, parents and guardians, teacher-coordinators, prospective teacher-coordinators, other instructors, counselors, administrators, employers, business people, members of civic groups, political leaders and other persons interested in vocational education regarding the cooperative method of instruction. Here are some specific ideas regarding how this and other programs might be used with some of these groups.

b. Programs I (what's it all about?) may be used in the process of recruiting students for the cooperative vocational education program. This slide program might be followed with an explanation of a specific cooperative vocational education program and how students can get involved in this program.

c. This program may be used to inform parents and guardians of the cooperative method of instruction in vocational education. It might be followed by an explanation of the particular program that the student is considering. The program could also be used to identify and discuss the expectations for students in the program. In fact, Program II (Student's Role . . .) could be used in conjunction with the role of the student in your program.

d. The program could be shown alone or in conjunction with other programs in pre-service and in-service teacher education.

e. "What's it all about?" (Program I) could also be used in a faculty meeting to let teachers, counselors and administrators know more about the cooperative method of instruction. It could be followed by a description of a particular program at the school or a model program of cooperative vocational education.

f. Some people will use this program as they attempt to initiate a new program of vocational education which uses the cooperative method of instruction. This particular program might be used alone or with the other slide programs in the series as a program is initiated.

g. Program I (What's it all about?) could also be shown at an open house to illustrate some of the things that are done in vocational education programs that make them very unique. It may also illustrate the manner in which vocational education prepares individuals for the world of work.

h. Program I could be shown to prospective members or current members of a cooperative education advisory committee.

i. Program I might be used with Program III (Employer's Role . . .) to explain the cooperative method of instruction to prospective training sponsors and other employers who might benefit from the program. This could be followed by a presentation regarding a specific cooperative vocational education program or a model program.

j. Program I might also be used with Programs II (Student's Role . . .) and Program III (Employer's Role . . .) in the process of training sponsor development. These programs should be particularly helpful in developing sound training stations. Other materials such as Training Sponsor Handbooks might be used with the slide programs for training sponsor development.

k. This program (What's it all about?) could be used as a method of informing civic leaders regarding the cooperative method of instruction in vocational education. This program could be shown followed by a description of a particular program, a variety of programs or model programs. Students or alumni might discuss the program with community leaders during a civic group meeting.

l. A meeting could be helpful with political leaders to inform them of cooperative vocational education and how it prepares students for the world of work. You might schedule a breakfast, luncheon, dinner or reception with legislators to show this program. It could be followed by student or alumni discussion regarding the value of vocational education. Materials could be available regarding specific programs or model programs. Information could also be available regarding student earnings, taxes and the economic impact of cooperative vocational education in a specific community.

II.a. Show Program II (Student's Role . . .) to students who are not enrolled in a vocational program. This will help them become aware of what employers expect of people in the world of work. As a result of such a showing, some students may decide to enter a vocational program.

b. Program II (Student's Role . . .) could be used as a visual aid when discussing applying for a job and the job interview. When this is the case, teachers may wish to inform the student of the importance of a resume to them personally. For example, an application for employment aids the employer in obtaining the desired information regarding the applicant. The resume is the tool which applicants may use to sell themselves to potential employers. An applicant may use the resume to inform a potential employer of personal strengths related to the job and the world of work.

c. Program II may also be used in conjunction with the Employability Skills materials developed in Kentucky.

d. Parents and guardians need to know what is expected of the student who is enrolled in cooperative vocational education. Program II (Student's Role . . .) may be used to inform students, parents and guardians of the expectations for students who enroll in the program. This is very important. Expectations of students in cooperative vocational education are quite different from the expectations of students who are enrolled in other classes. The teacher-coordinator or administrator may wish to have a special meeting with parents and guardians of prospective students. A meeting might be held with parents or guardians of students enrolled in the program during the first few weeks of school.

e. Prospective teacher coordinators may obtain teaching content ideas for a unit of instruction regarding employer expectations and job interview techniques by viewing Program II.

III.a. Program III (Employer's Role . . .) could be shown to employers before or after they are approved training stations. This will help them to know what to expect from the student as well as the teacher-coordinator.

b. Program III could be shown to prospective teacher-coordinators as to how they can prepare the training site teacher for their role in cooperative education.

c. Program III could be used to inform community organizations as to how the school and community can work together for mutual benefit.

IV.a. Program IV can be used in pre-service and in-service education of teacher coordinators. It is an excellent tool for a class in methods of instruction in vocational education when used in conjunction with Program I.

b. A teacher-coordinator or an administrator might review this program to determine how to improve an existing program of cooperative vocational education.

c. It is recommended that the Kentucky Cooperative Vocational Education Employer's Handbook be used in conjunction with this program for pre-service and in-service education of teacher-coordinators and for program improvement.

QUESTIONS THAT MAY ARISE

One of the questions that is generally asked about cooperative vocational education is as follows: Isn't there a lot of paperwork involved in the cooperative method of instruction? This question may arise when the "Bridging the Gap" series is shown. The following information may be helpful in responding to that question. The normal paperwork associated with the employment of an individual is required. If the potential employee is a minor, the employment process must follow practices required for employing minors. Actually, the only paperwork that is required for cooperative vocational education is the Training Agreement

and the Training Plan. The teacher-coordinator does much of the development of these items. However, it is very important that the teacher-coordinator and the employer work together to assure that the student gets good training. Most employers want this to provide their employees with good training and cooperative vocational education programs can help them do this. In order to have an approved program of cooperative vocational education, a Training Agreement and a Training Plan must be on file for each student enrolled in the program. From time to time, an employer may be asked to complete a written evaluation of students that they employ. However, it the employer prefers, the evaluation may occur in other modes. Prospective employers may also be asked to complete a report for student they interview for employment. This is completely voluntary. However, it is used to help a prospective employee learn to meet employer needs.

Many times, teacher-coordinators and prospective teacher-coordinators become concerned about the amount of paperwork that they are asked to do--that of the regular class room teacher plus that required for the cooperative vocational education program. This is a very real concern. Employers have that concern as they work with the regulations related to their businesses. However, today and in the future, education and educators are being asked to be accountable. As we face the responsibility to be accountable, we must use proper documentation. In the long run, it will protect the student, the employer, the school, the teacher-coordinator and the total program.

Best wishes for using Cooperative Education: "Bridging the Gap". Suggestions or ideas for future projects related to the use of this series, revisions or additions are welcomed.